DOCUMENT RESUME

ED 313 068 JC 890 547

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TITLE Institutional Effectiveness and Planning Survey: Establishing a Baseline for Planning.
INSTITUTION San Diego Community Coll. District, Calif.
PUB DATE Oct 89
NOTE 24p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College Administration; *College Planning; *College Role; Community Colleges; Educational Objectives; *Employee Attitudes; Institutional Research; Master Plans; Mission Statements; Multicampus Districts; Personnel Evaluation; Questionnaires; School Personnel; School Surveys; *Self Evaluation (Groups); Two Year Colleges

ABSTRACT

In 1989, a survey was conducted in the San Diego Community College District (SDCCD) to assess the opinions and perceptions of district staff regarding the current planning process. Questionnaires distributed to all 5,000 SDCCD employees and citizens advisory group members asked respondents to rate 31 aspects of current college planning and administration. Study findings, based on a 13% response rate, included the following: (1) 39% of the respondents felt that the leadership/support for planning provided by administrators was inadequate, and 41% felt that institutional research played an inadequate role in planning; (2) statements related to the involvement of individuals in the planning process drew strong "inadequate" responses, with 62% of the respondents indicating that incentives and rewards to encourage commitment to planning were inadequate; (3) opinion was split between "adequate" and "inadequate" regarding how the goals and outcomes for the district and colleges were defined, how they were to be achieved, and how administrators identified, defined, and planned for the needs of the colleges and the district; (4) the processes used to evaluate administrators and part-time faculty were considered inadequate by at least 40% of the respondents; and (5) approximately 47% felt that the budget did not currently implement important institutional values and priorities. The survey instrument is attached. (JMC)

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Institutional Effectiveness and Planning Survey

(Establishing a Baseline for Planning)

EDUCATIONAL MASTER PLAN

SAN DIEGO COMMUNITY COLLEGE DISTRICT

OCTOBER, 1989

William B. Armstrong

BEST COPY AVAILABLE

San Diego Community College District

Educational Master Plan

Institutional Effectiveness and Planning Survey

Executive Summary

Background

On March 7. 1988, the San Diego Community College Board of Trustees asked for a review of the Educational Master Plan for the District and a plan for updating the Master Plan. The review provided an opportunity to examine the degree to which the Plan was understood, to review what had been done to accomplish the goals, and to consider the ways in which the plan might be revised and improved. The review which was completed and presented to the Board of Trustees on April 11, 1988 contained several observations and recommendations which will be incorporated into the revised Educational Master Plan (SDCCD, 1988). A general theme which seemed to cut across several of the findings and observations made in this extensive review was a general concern about the usefulness of the 1976 Master Plan, the lack of an evaluation and accountability process to monitor attainment of stated goals and objectives, and, perhaps more importantly, the lack of a comprehensive continuous planning model. The Plan itself seemed to be viewed as a finished product, not an ongoing process. The reviewers suggested that "the Master Plan should be revised so that it can be used as a *working* document"... and that the revised Plan include "...processes that allow for incremental planning and frequent evaluation...(p. 8). In short, planning seemed to be perceived by many as a finished piece, not a dynamic *process* subject to periodic review and revision as our demographic, social, fiscal, and public policy environments undergo rapid and often unforeseen change.

In order to establish a "baseline" for the renewed planning process information was gathered to assess the perceptions of District staff early in the Fall of 1989 regarding the planning, communication, and

evaluation processes in the District. This "self-study" was intended as a beginning point to gain insights into how these processes were viewed, and for later measurement to see if there were changes in these perceptions after the development and implementation of the Educational Master Plan.

Summary

Response Rate. Of the 5000 surveys sent, 638 were returned for a response rate of approximately 13%. Response rates were highest for Board and Citizens Advisory council members, and lowest for contract staff. Reasons for the low response rate among staff are difficult to determine, but may be due in part to the length of the questionnaire, and that many may have thought that the survey questions were not applicable to their situation. The low response rate limits generalization of the results, and should be regarded as such in the interpretation of the data.

Planning Process. Of those who responded, the majority believed that the existing planning process was "inadequate," or did not know or respond. The Citizens Advisory Group held the most favorable opinions of the then current planning process.

Goals and Outcomes. Opinion was divided between "adequate" and "inadequate" regarding how the goals and outcomes for district and colleges were defined and achieved.

Evaluation Process. Most perceived the evaluation processes for staff and programs to be "inadequate," or did not know or respond to the question.

Assessment Data. Perceptions regarding the process of using planning and assessment data to meet the needs of the colleges and District were split between "inadequate" and "don't know."

Budgeting Priorities. Approximately 50% felt that the budget did not currently implement important institutional values and priorities.

Survey results discussed and presented in the charts which follow.

A survey was conducted to assess the opinions and perceptions of District staff regarding the current San Diego Community College District planning process. The survey was distributed to all District employees and the Citizens Advisory group members. Of the 5,000 surveys sent , 638 were completed and analyzed. Responses were tabulated and categorized according to staff work location. Survey results are presented for the entire group of respondents. These include the following work locations or groups:

- Citizens Advisory groups
- City College
- Continuing Education
- Educational Cultural Complex
- Mesa College
- Miramar College
- Stadium Plaza

There were some respondents that did not declare location. The data from these surveys have been categorized as `No Site.'

Survey Responses

Respondents could select one of the following categories for each statement on the survey:

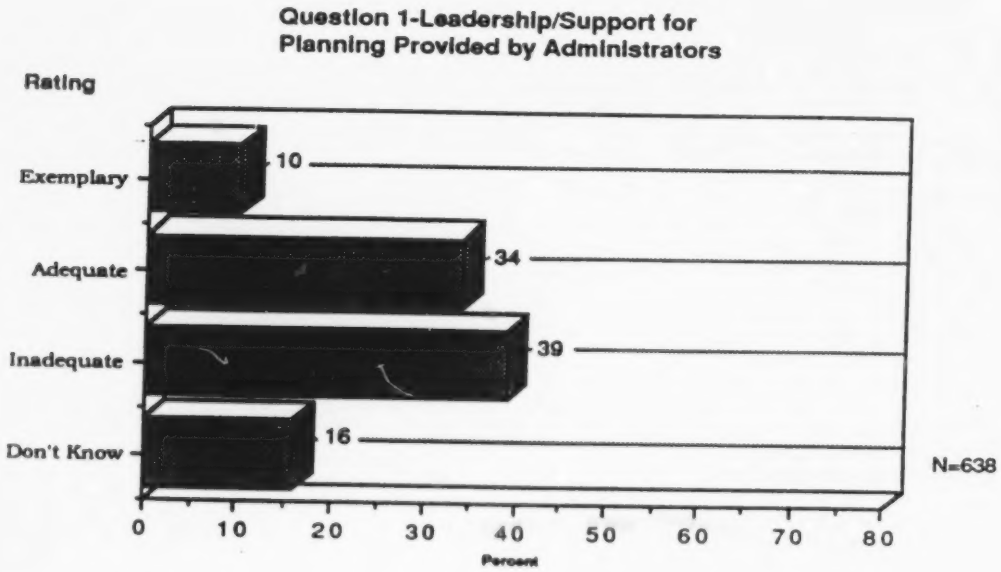
- Exemplary
- Adequate
- Inadequate
- Don't Know

The responses in each category were compiled by percentage for each statement. This report summarizes the survey responses in the discussion and charts which follow.

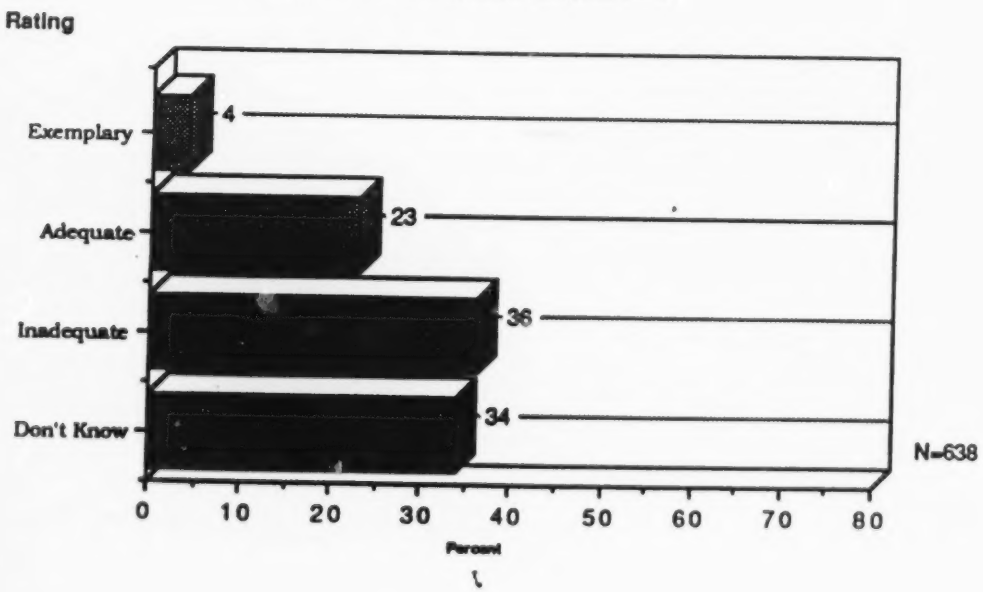
Planning Process

The majority of the respondents felt that the planning process is basically `Inadequate' or they responded `Don't Know' (#1,#4,#5,#7,#11). It is noted that the citizens advisory group felt the leadership and the integration of major institutional processes in planning is `Exemplary' (#1,#4).

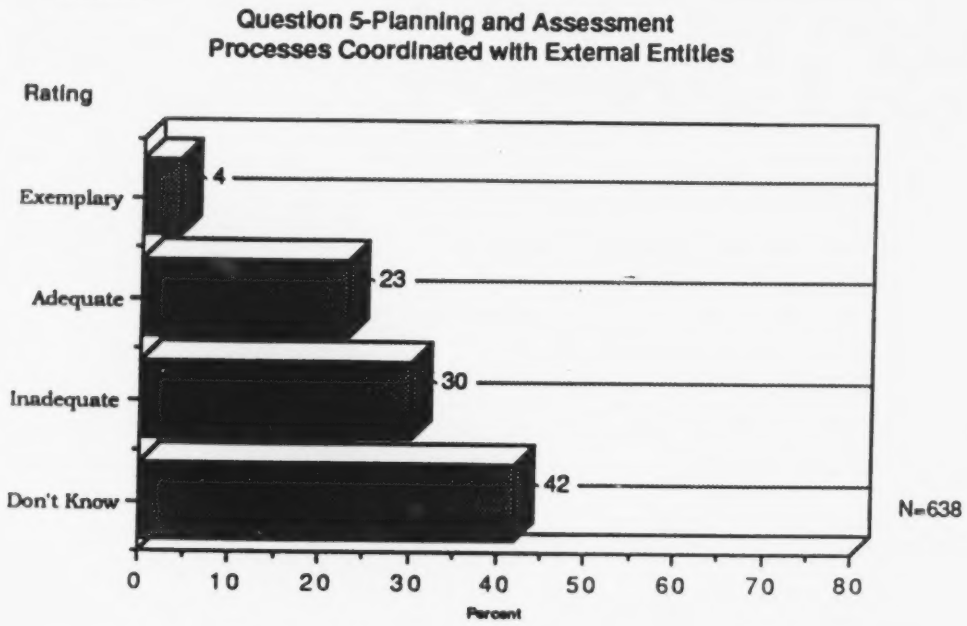
#1. Leadership/support for planning and assessment provided by administrators.



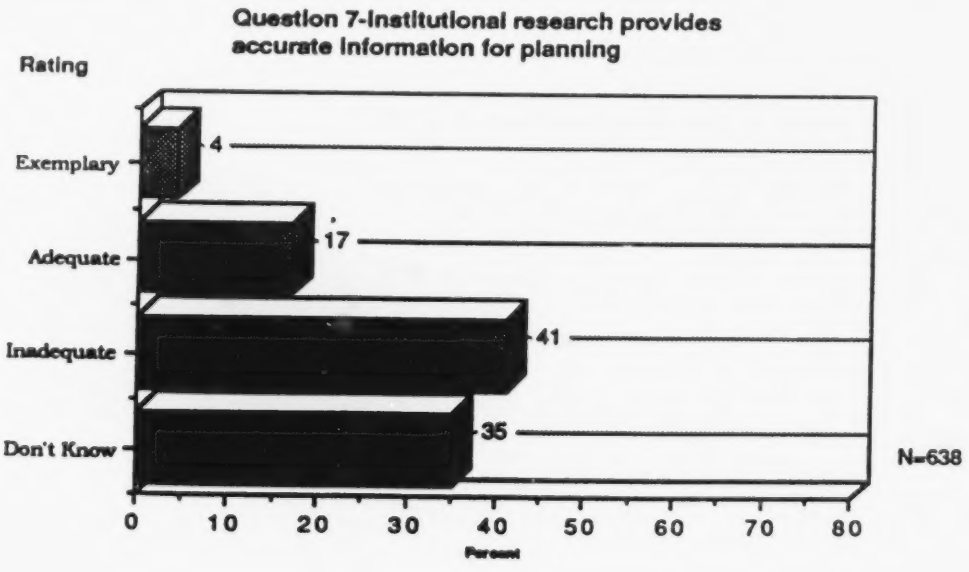
#4. Integration of major institutional processes emphasized.



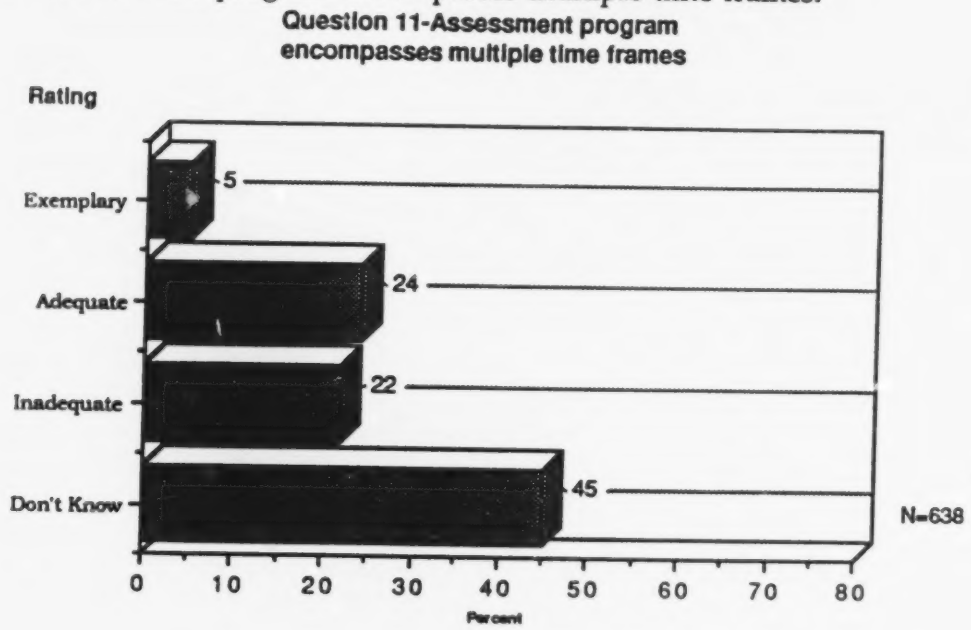
5. Planning and assessment processes coordinated with external entities.



#7. Institutional research provides accurate information for planning.

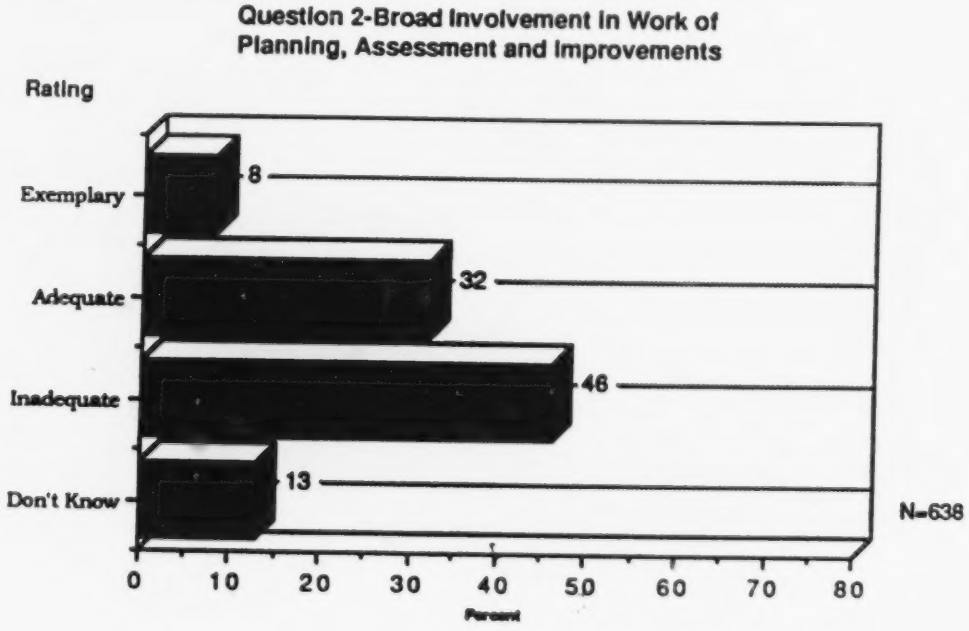


#11. Assessment program encompasses multiple time frames.

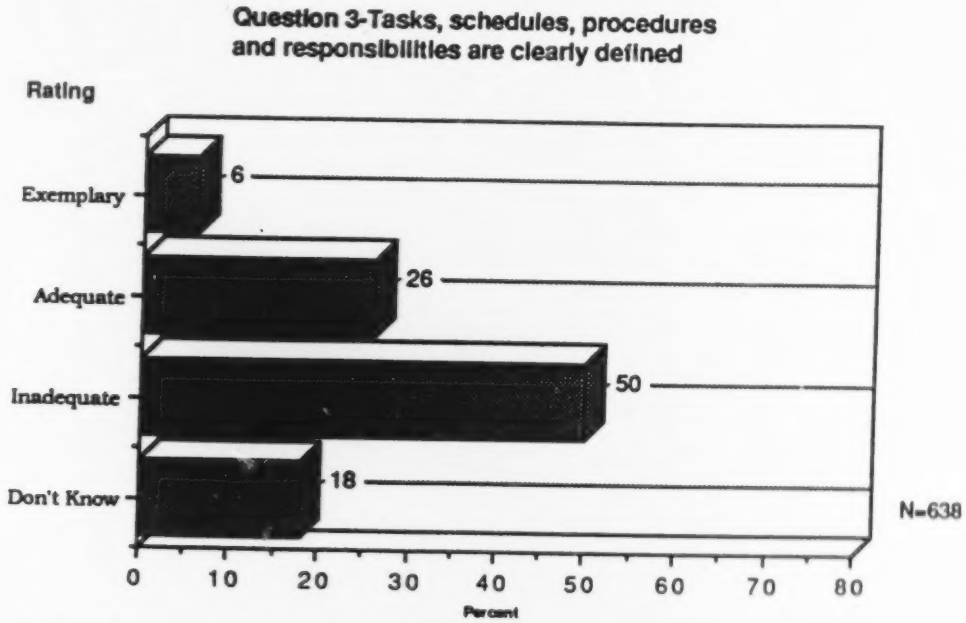


The response to the statements related to the involvement of individuals in the planning process drew strong `Inadequate' responses (#2,#3,#6).

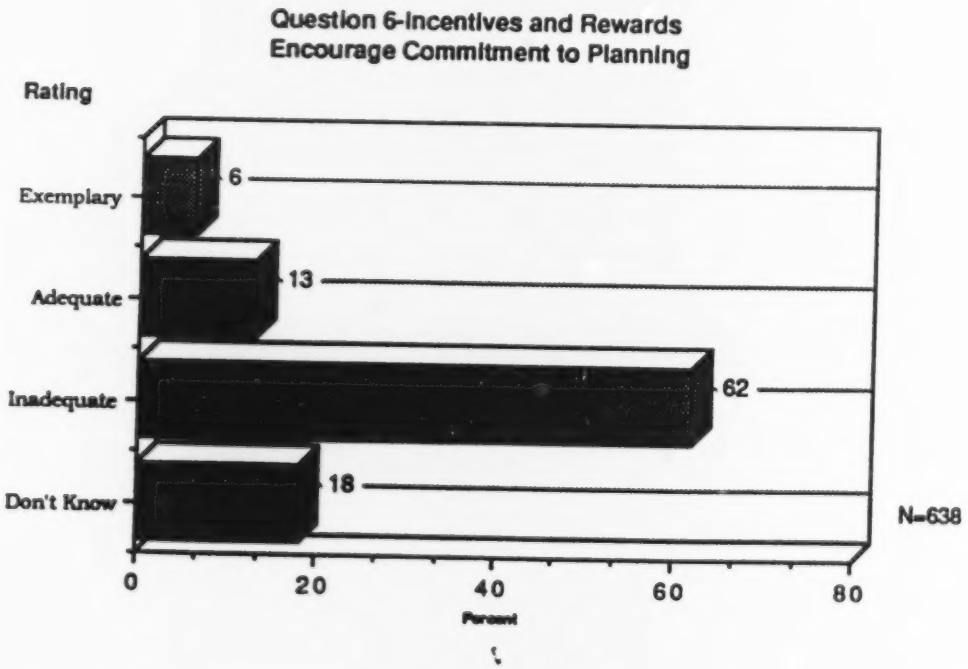
#2. Broad involvement in work of planning, assessment and improvements.



#3. Tasks, schedules, procedures and responsibilities clearly defined.



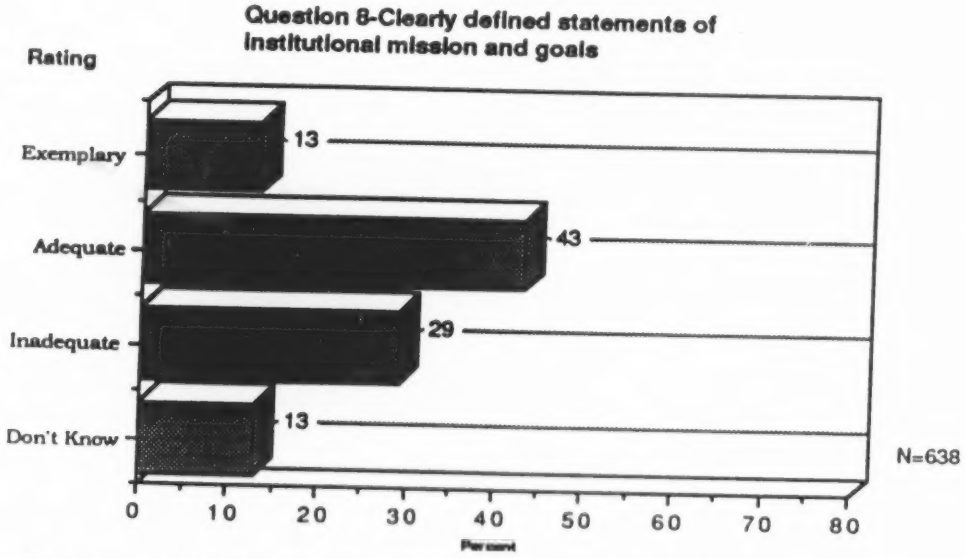
#6. Incentives and rewards encourage commitment to planning.



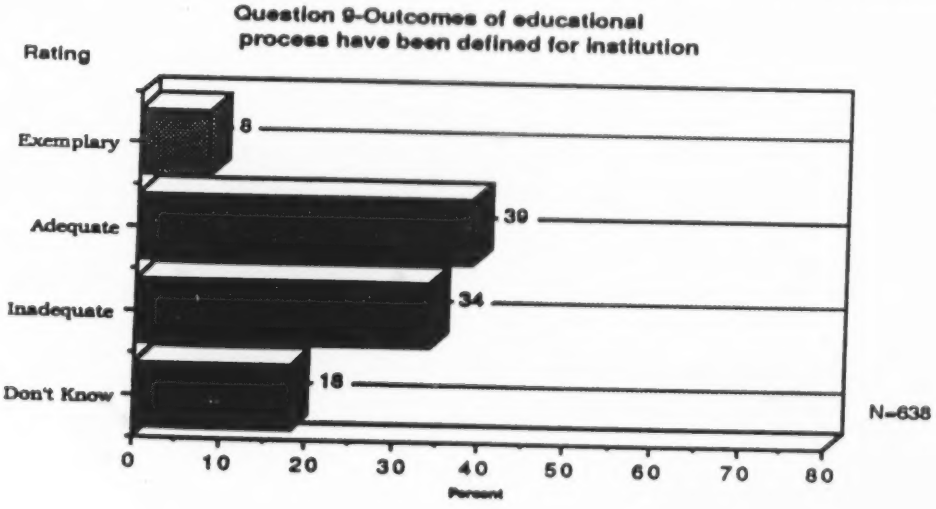
The opinion was split between `Adequate' and `Inadequate' regarding how the goals and outcomes for the district and colleges are defined and how they are to be achieved (#8,#9,#10), as was the feeling of how the administrators identify, define

and plan for the needs of the colleges and the district (#12,#13,#14,#17,#31). An existence of a collective vision by the college community of the desired future of the institution drew an `Inadequate' response (#15).

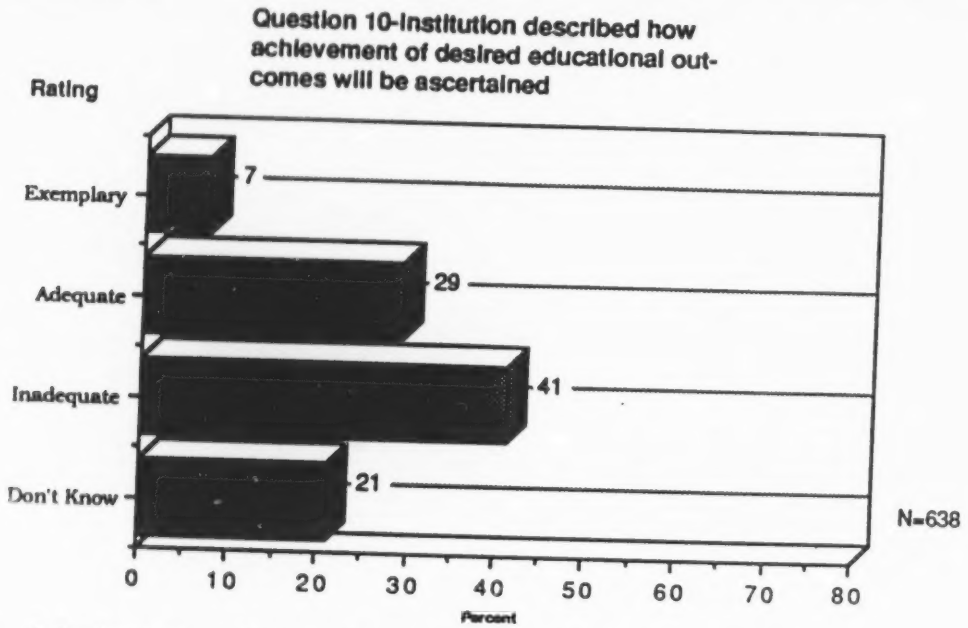
#8. Clearly defined statements of institutional mission and goals.



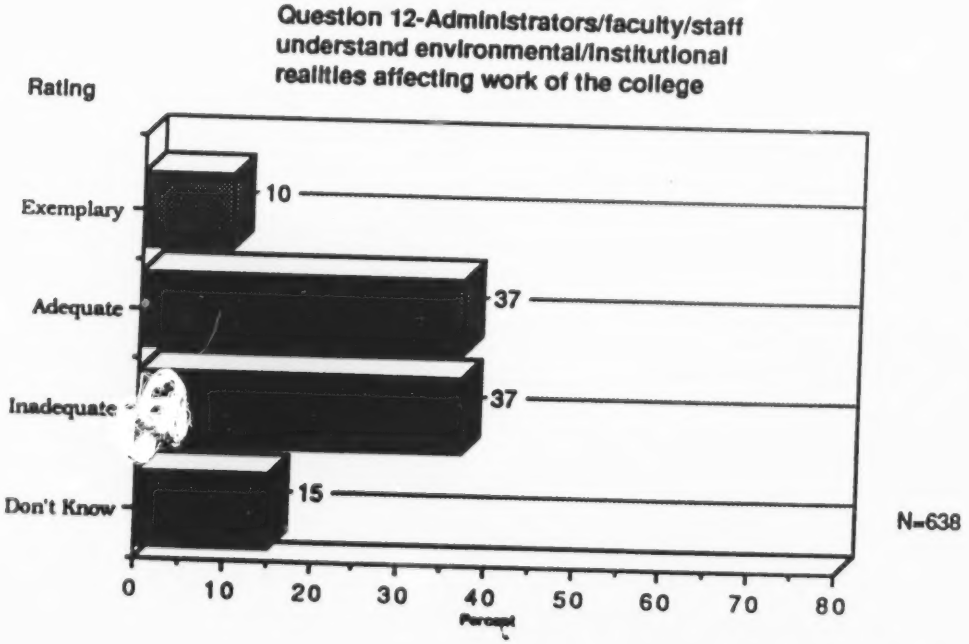
#9. Outcomes of educational process have been defined for institution.



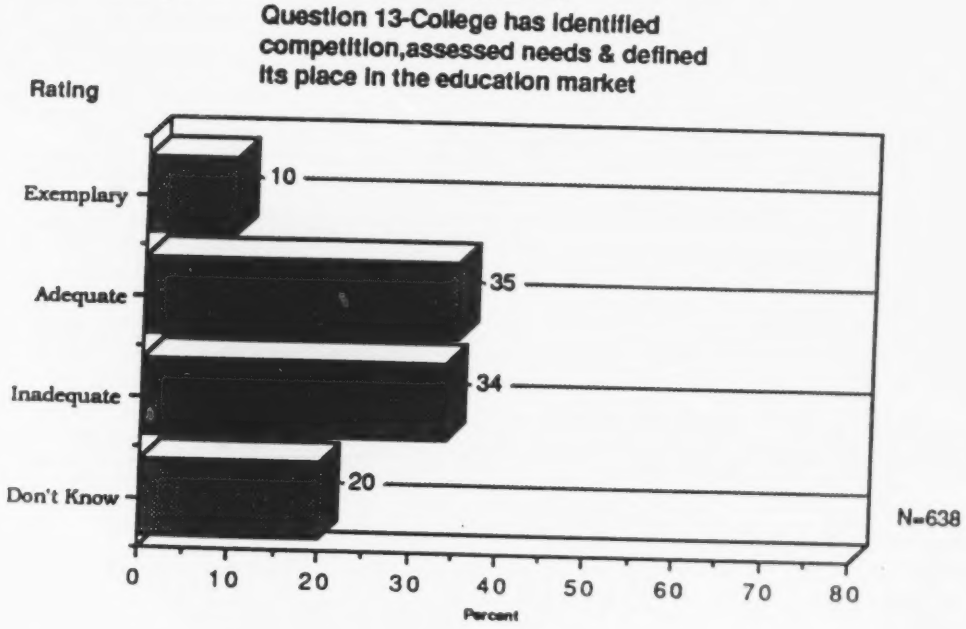
#10. Institution described how achievement of desired educational outcomes will be ascertained.



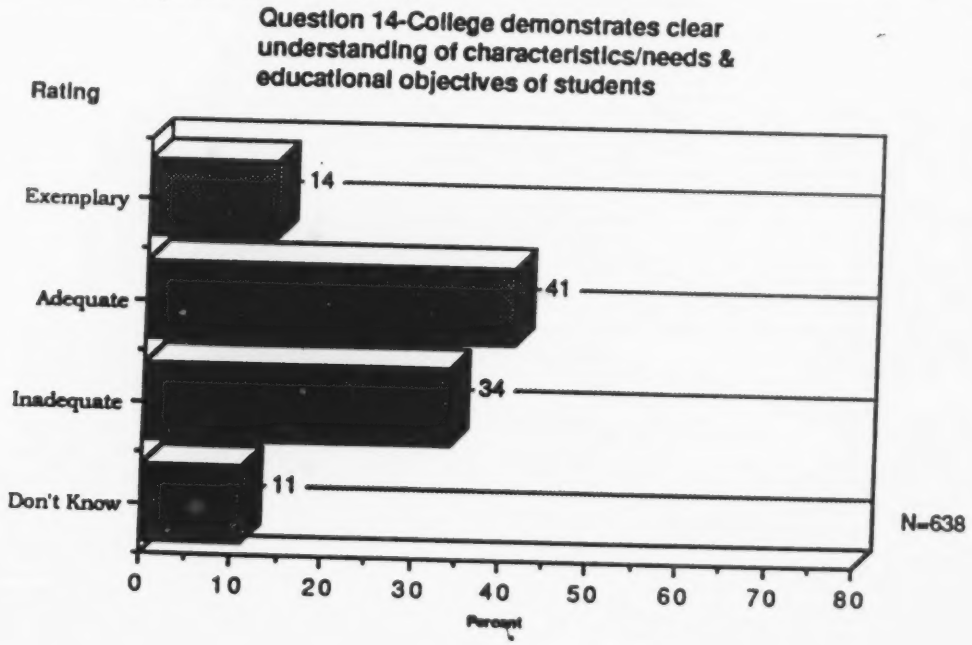
#12. Administrators/faculty/staff understand environmental and institutional realities affecting work of the college.



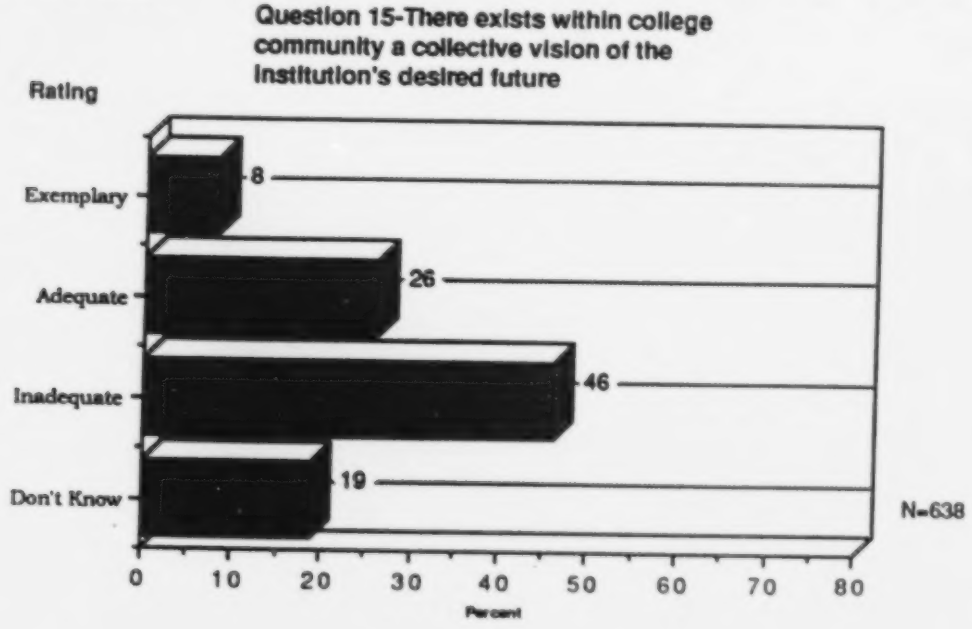
#13. College has identified competition, assessed needs and defined place in the education market.



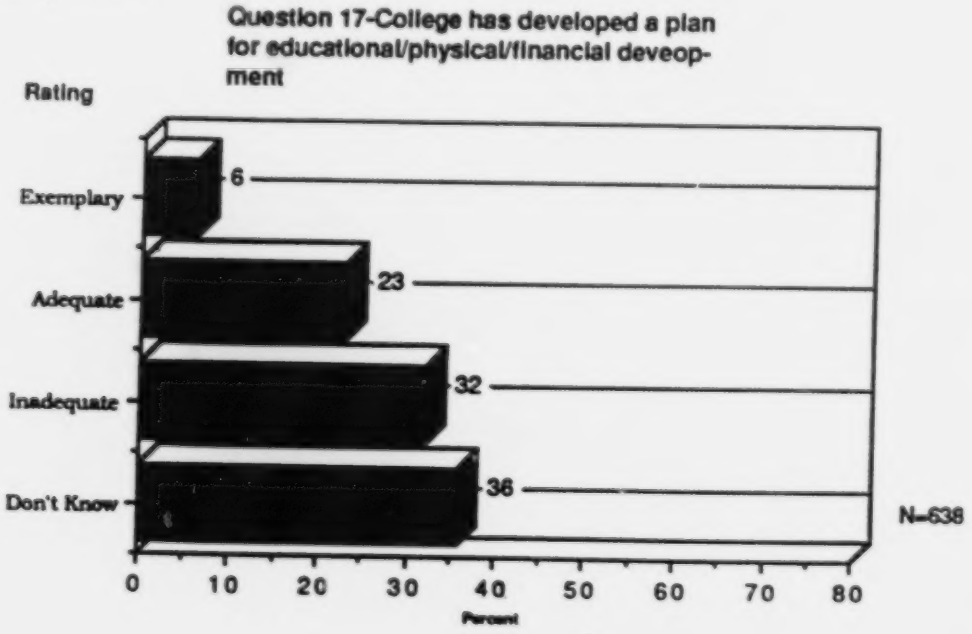
#14. College demonstrates clear understanding of characteristics, needs and educational objectives of students.



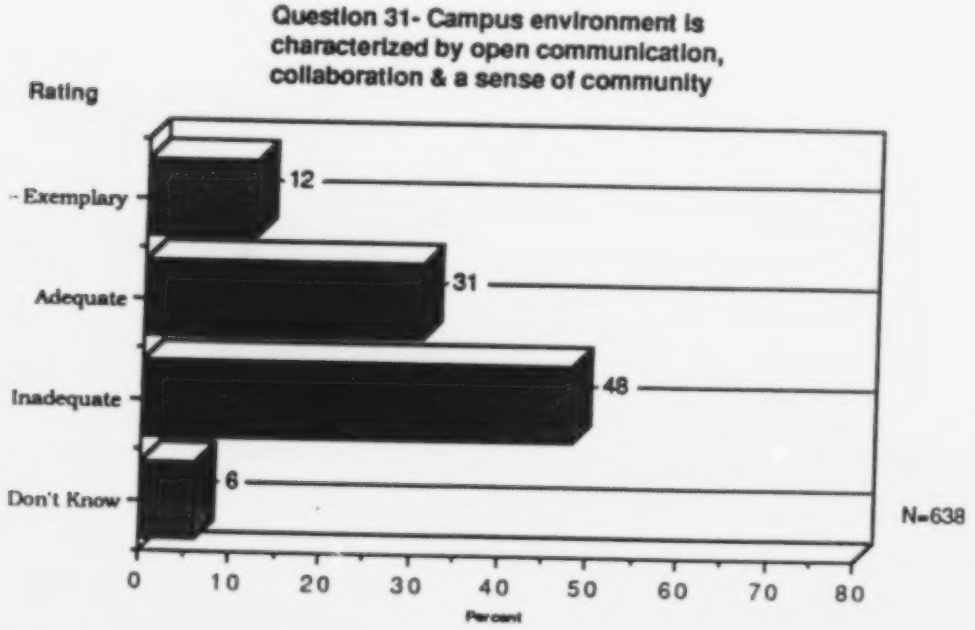
#15. There exists within college community a collective vision of the institution's desired future.



#17. College has developed a plan for educational, physical, and financial development.



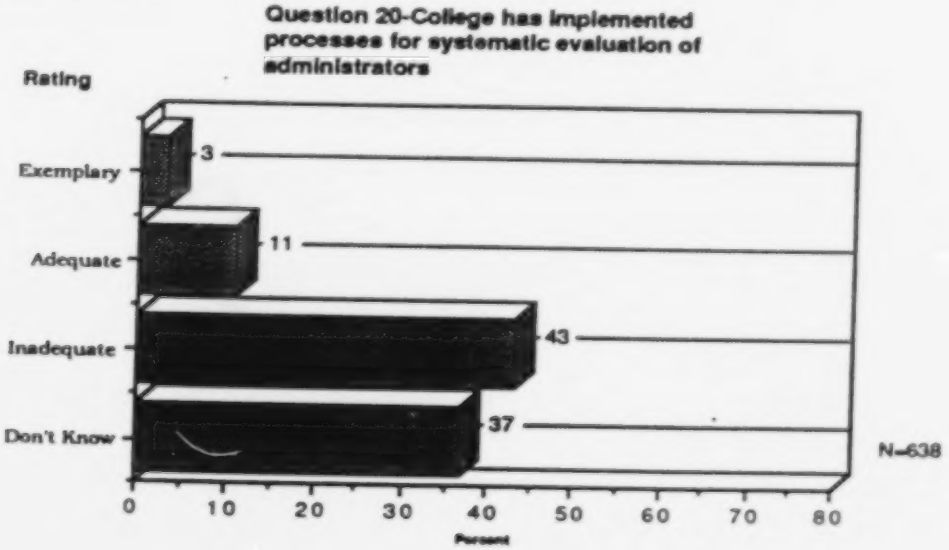
#31. Campus environment is characterized by open communication,collaboration, and a sense of community.



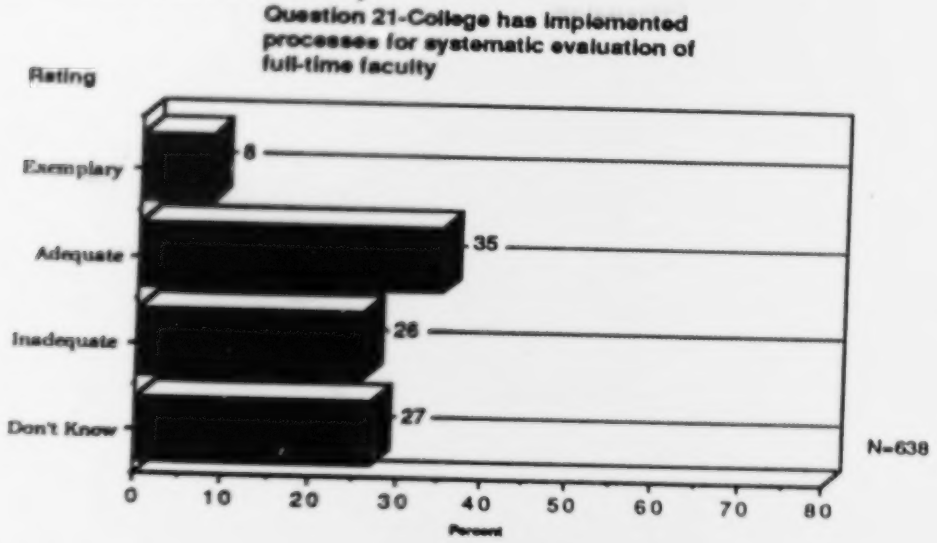
Assessment

Staff responses to the personnel assessment process statements suggest that they perceive the evaluation process of administrators and part-time faculty to be `Inadequate.' (#20,#22) In comparison staff indicated the general perception that full-time faculty have an `Adequate' system (#21), and a 'Don't Know' response was given to other staff evaluation (#23). Responses also indicate a perception that the link between performance evaluations and professional development is `Inadequate' (#30).

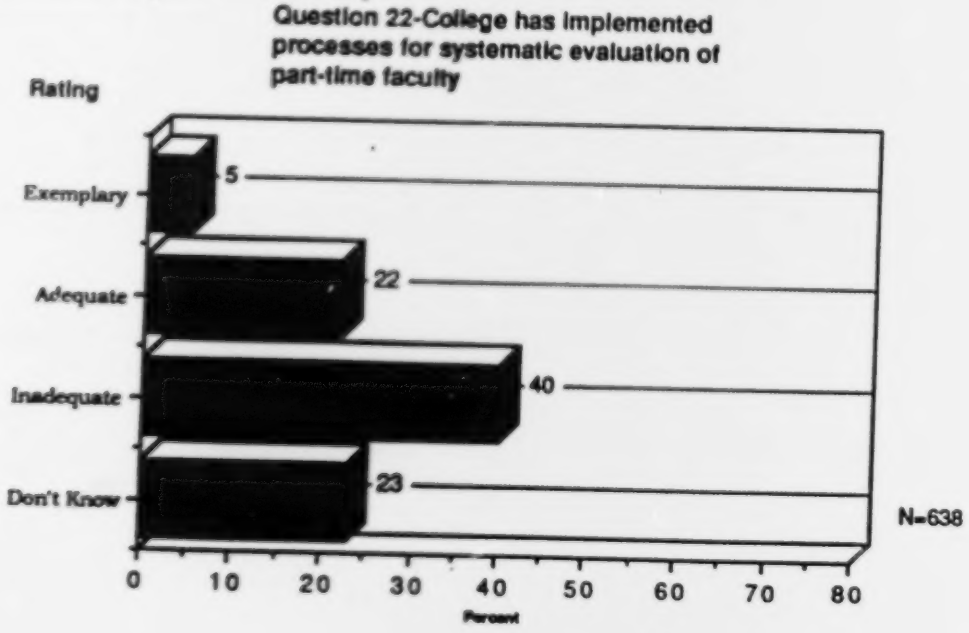
#20. College has implemented processes for the systematic evaluation of administrators.



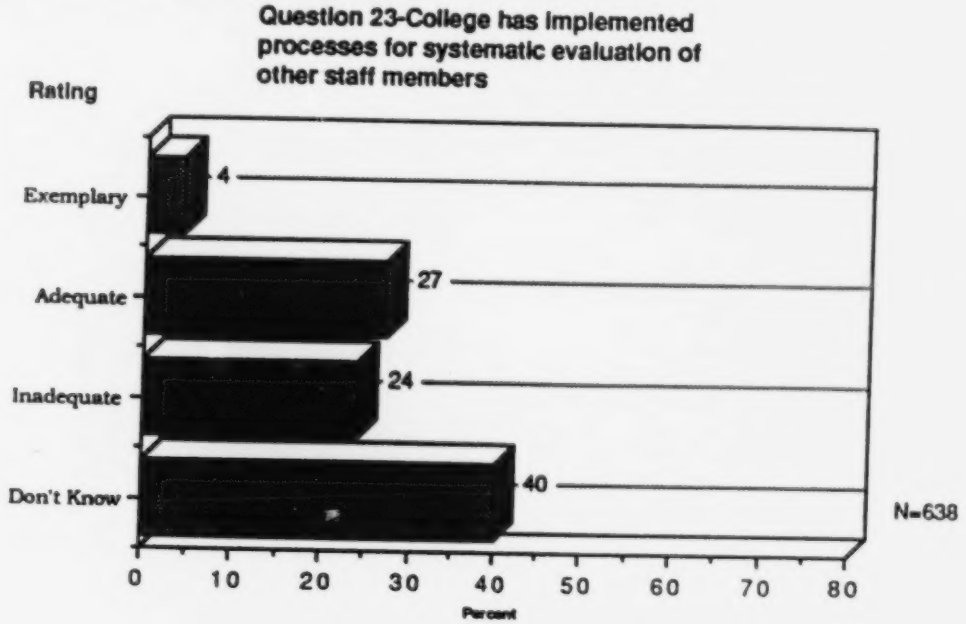
#21. College has implemented processes for the systematic evaluation of full-time faculty.



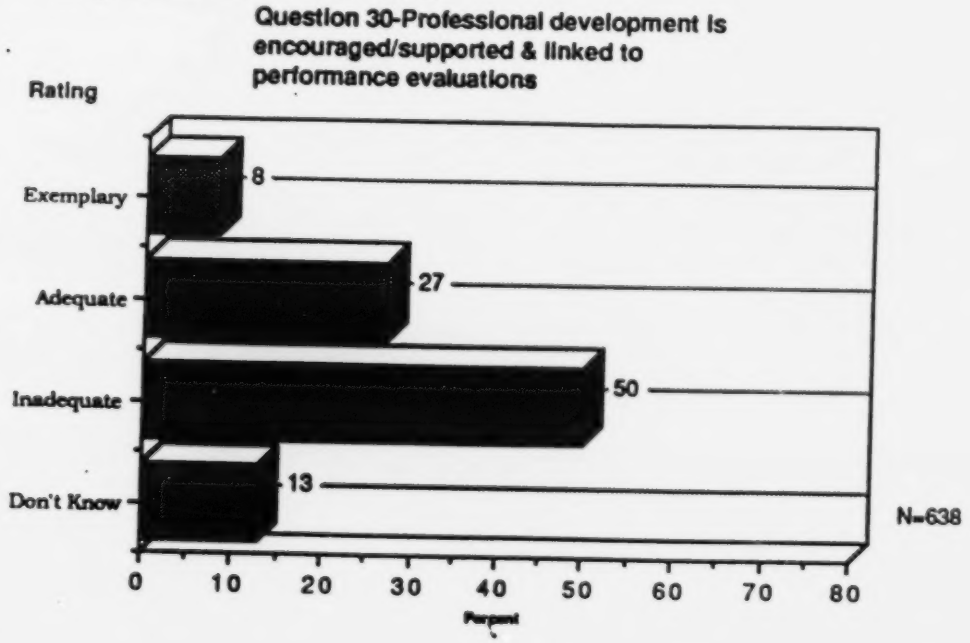
#22. College has implemented processes for the systematic evaluation of part-time faculty.



#23. College has implemented processes for the systematic evaluation of other staff members.

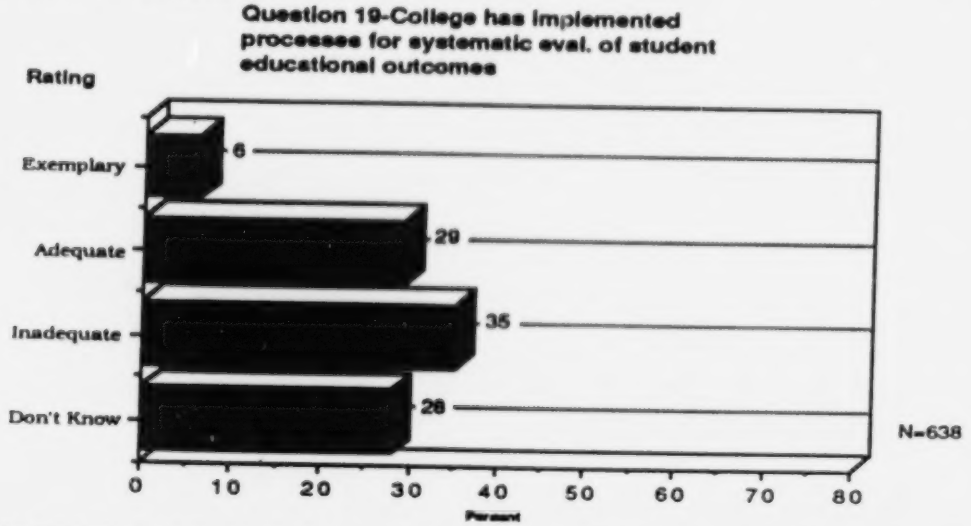


#30. Professional development is encouraged, supported, and linked to performance evaluations.



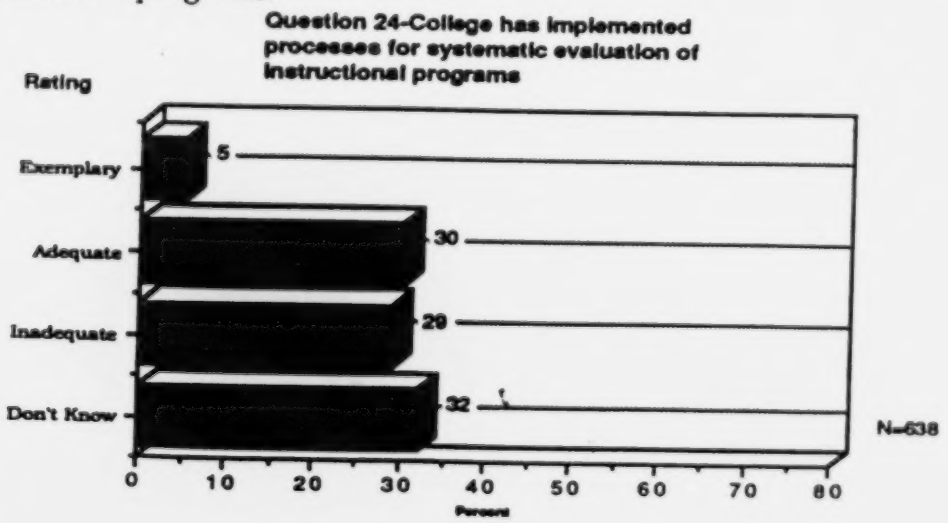
Evaluation of student outcomes basically drew an `Inadequate' response, followed closely by `Adequate' and `Don't Know' responses. A notable exception to this pattern are the responses from the Citizens Advisory group members. They generally perceive that the process is 'Adequate.' (#19)

#19. College has implemented processes for the systematic evaluation of student educational outcomes.

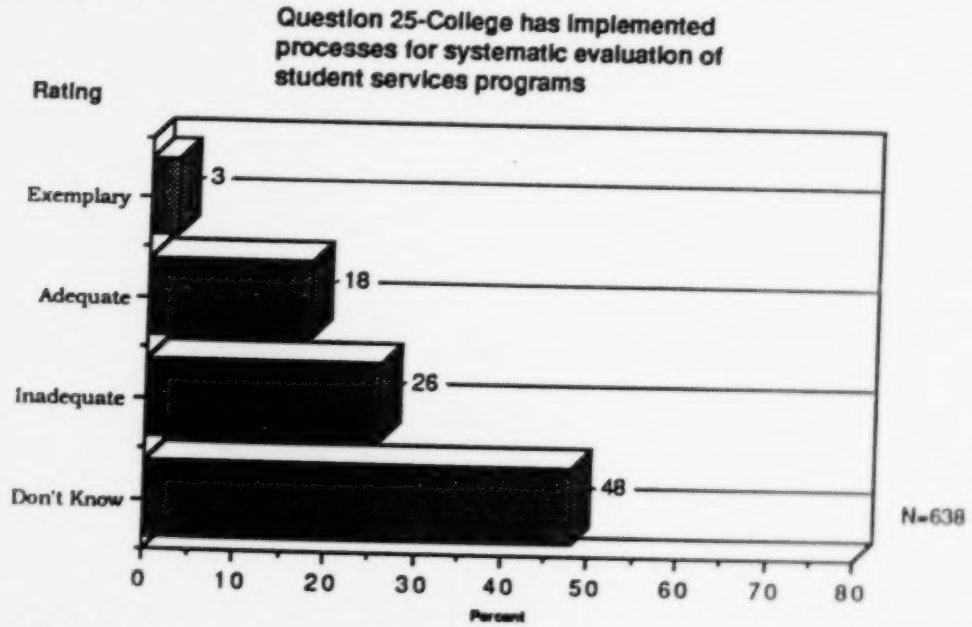


It is interesting to note that the respondents did not seem to have much opinion related to the evaluation of programs and services as there are a large percentage of responses in the `Don't Know' category (#24,#25,#26,#27,#28).

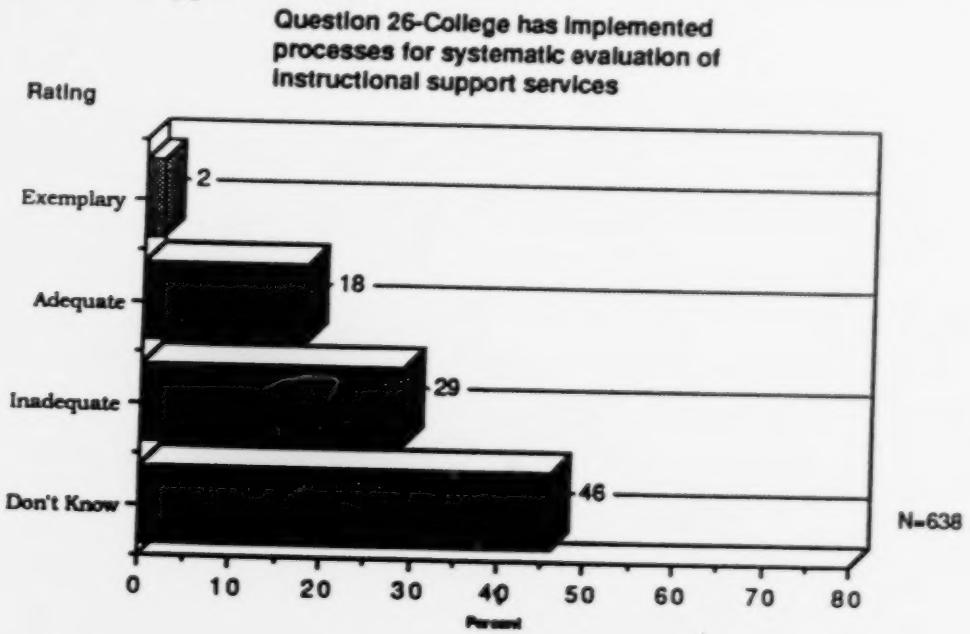
#24. College has implemented processes for the systematic evaluation of institutional programs.



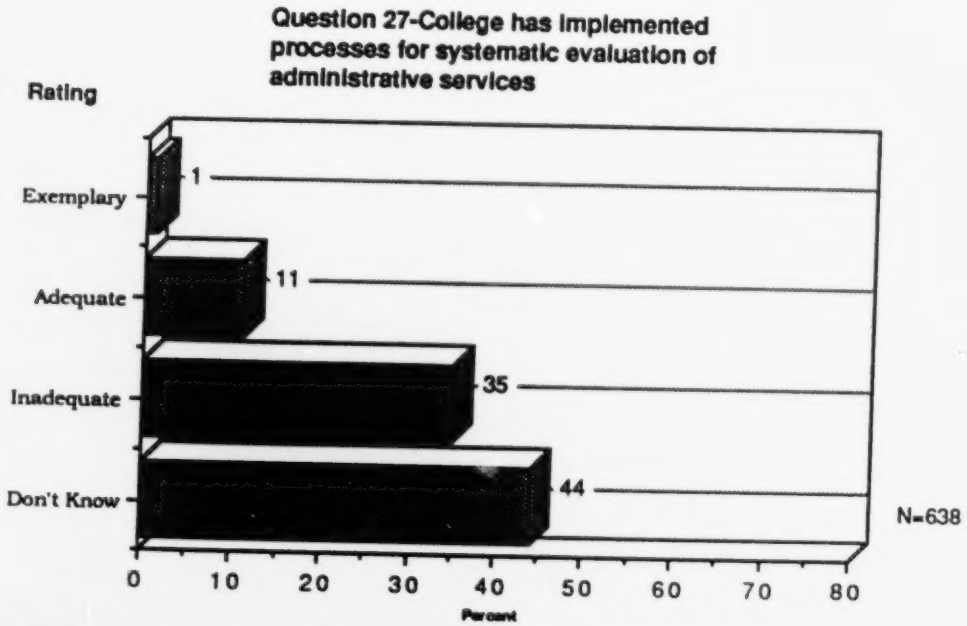
#25. College has implemented processes for the systematic evaluation of student services programs.



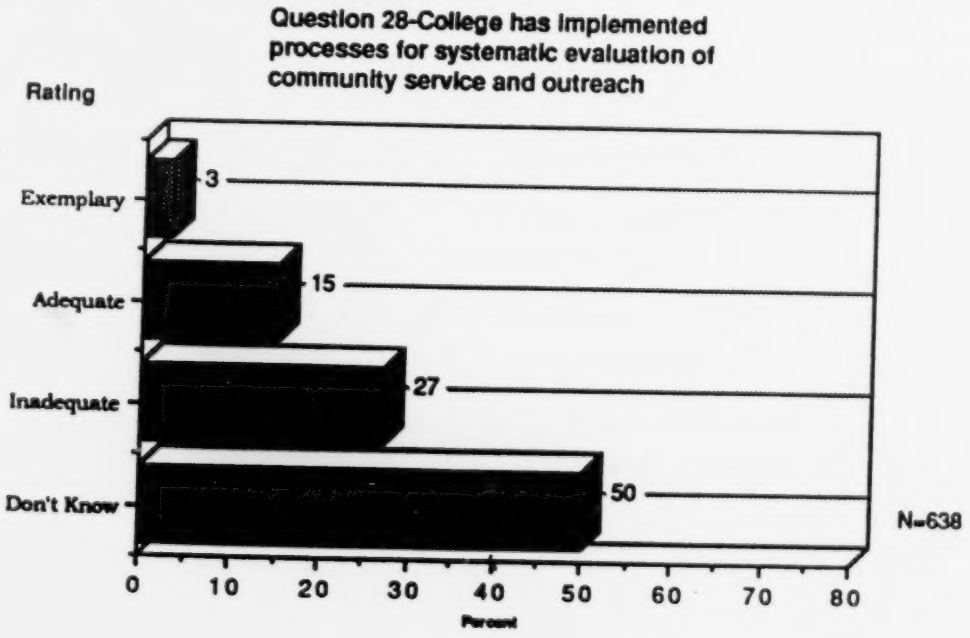
#26. College has implemented processes for the systematic evaluation of instructional support services.



#27. The college has implemented processes for the systematic evaluation of administrative services.

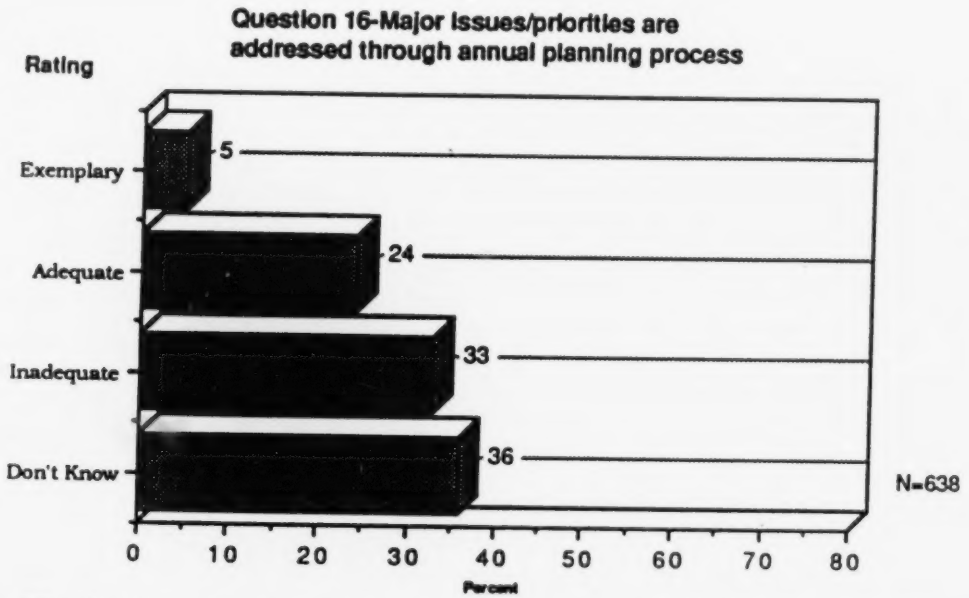


#28. College has implemented processes for the systematic evaluation of community service and outreach.

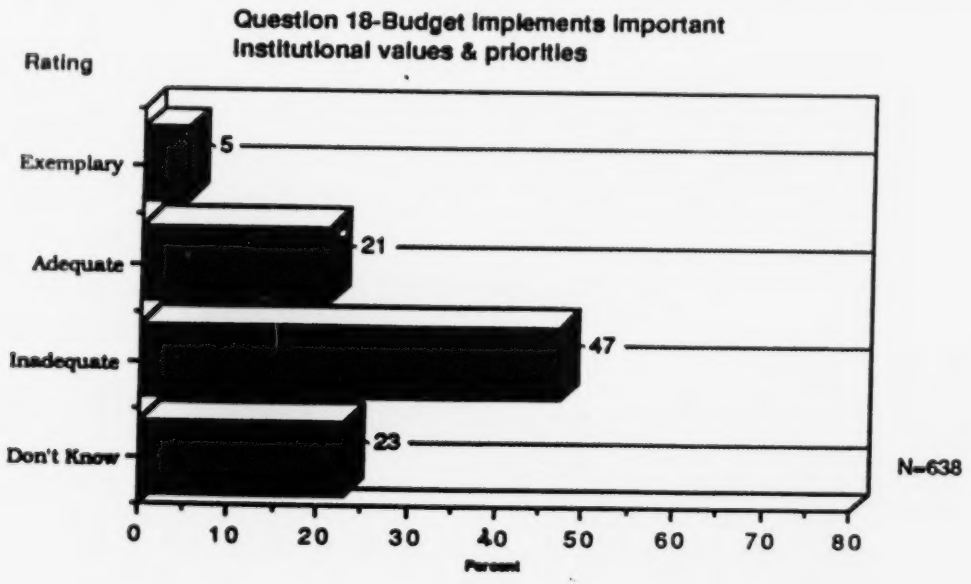


The opinion that the planning assessment information is used to improve and budget in a way that meets needs of the institution was of `Inadequate' to `Don't Know' (#16,#18,#29).

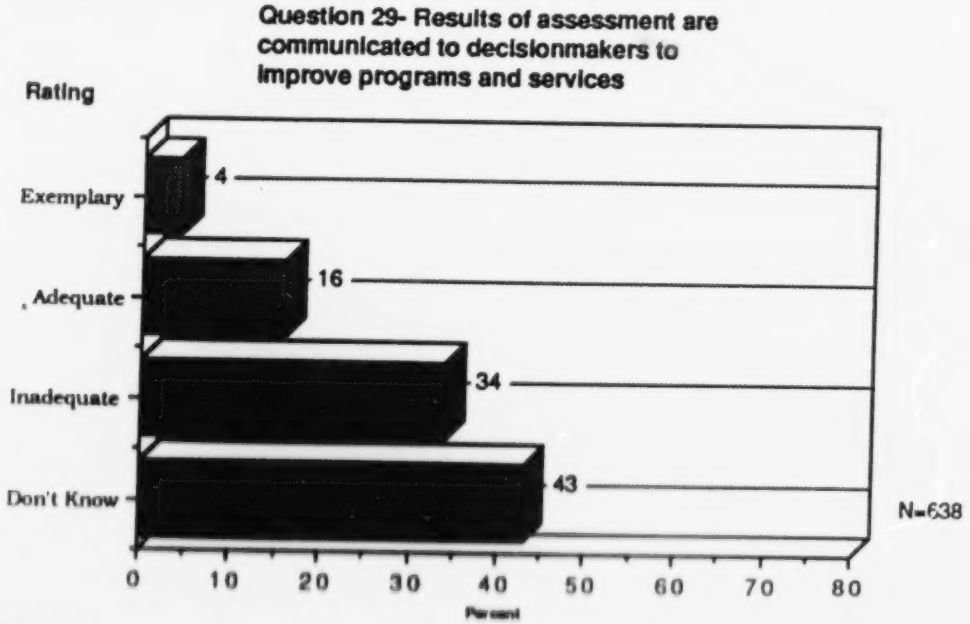
#16. Major issues/priorities are identified through annual planning process.



#18. The budget implements important institutional values and priorities.



#29. The results of assessment are communicated to decisionmakers and used to improve programs and services.



SUMMARY

In summary, the respondents expressed definite opinions (`Adequate and Inadequate,') when given statements that related to their individual involvement in the planning process, evaluation of their performance and evaluation of student outcomes. They had little opinion about general items that may not touch them directly, as indicated by a large percentage of `Don't Know' responses on statements about the overall planning process and evaluation of programs and services.

Perceptions were divided between `Adequate and Inadequate', concerning statements related to the clarity of goals and objectives and the ability of administrators to identify and define the needs of the individual colleges.

Perceptions regarding the process of using planning assessment data to meet the needs of the colleges and district were split between `Inadequate' and `Don't Know'.

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SURVEY NUMBER

EDUCATIONAL MASTER PLAN

Please match responses with statements (front & back using a #2 pencil)

A	B	C	D
Exemplary	Adequate	Inadequate	Don't Know

1. Leadership and support for planning and assessment are provided by top-level administrators.
2. Provisions are made for broad involvement of administrators, faculty, students, and other key constituents in the work of planning, assessment, and institutional improvements.
3. Tasks, schedules, procedures and responsibilities for planning and assessment have been clearly defined, and appropriate technical assistance and fiscal support are provided.
4. Integration of major institutional processes is emphasized (e.g., assessment results are used in planning, plans form the basis for allocation of resources, etc.)
5. Planning and assessment processes are coordinated with external entities/demands.
6. Incentives and rewards encourage commitment to planning, assessment, individual excellence, and institutional improvement.
7. An institutional research component provides accurate, timely information for planning and decision making.
8. There are clearly defined statements of institutional mission and goals.
9. Desired outcomes of the educational process have been explicitly defined for the institution and its units.
10. The institution has described how achievement of desired educational outcomes will be ascertained.
11. The assessment program encompasses multiple time frames and multiple methods, both quantitative and qualitative.
12. Administrators, faculty, and staff understand the environmental and institutional realities which affect the work of the college.
13. The college has identified its competition, assessed the needs of its service area, and defined its place in the education market.
14. The college demonstrates a clear understanding of the characteristics, needs, and educational objectives of its students.
15. There exists within the college community a collective vision of the institution's desired future.
16. Major institutional issues and priorities are identified and addressed through the annual planning process.
17. The college has developed and regularly updates a plan for the institution's educational, physical, and financial development.
18. The budget implements important institutional values and priorities.
19. The college has implemented processes for the systematic evaluation of student educational outcomes.
20. The college has implemented processes for the systematic evaluation of administrators.

SURVEY MARKING INSTRUCTIONS
- Use a No. 2 Pencil
- Fill circles completely
- Erase cleanly

SURVEY NAME _____

SPECIAL CODES

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SURVEY B
Form No. 19637

NATIONAL COMPUTER NCS

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DO NOT PRINT IN THIS AREA

A	B	C	D
Exemplary	Adequate	Inadequate	Don't Know

21. The college has implemented processes for the systematic evaluation of full-time faculty.

22. The college has implemented processes for the systematic evaluation of part-time faculty.

23. The college has implemented processes for the systematic evaluation of other staff members.

24. The college has implemented processes for the systematic evaluation of instructional programs.

25. The college has implemented processes for the systematic evaluation of student services programs.

26. The college has implemented processes for the systematic evaluation of instructional support services.

27. The college has implemented processes for the systematic evaluation of administrative services.

28. The college has implemented processes for the systematic evaluation of community service and outreach.

29. The results of assessment are communicated to decisionmakers and used to improve programs and services.

30. Professional development is encouraged, supported, and linked to meaningful performance evaluations.

31. The campus environment is characterized by open communication, collaboration, and a sense of community.

Please check the appropriate Status and Site.

STATUS:				SITE:	
MANAGER	____	FACULTY	____	SD CITY	____
ASSOCIATE DEAN	____	FULL-TIME	____	CONT ED	____
CLASSIFIED	____	PART-TIME	____	MESA	____
FULL-TIME	____	SUPERVISOR	____	MIRAMAR	____
PART-TIME	____	OTHER	____	ECC	____
CITIZENS ADVISORY COUNCIL	____	SPECIFY	____	DISTRICT	____

This instrument, "Managing for Institutional Effectiveness: An Institutional Assessment Survey," is offered as a tool to aid colleges in assessing their current status regarding certain institutional practices and characteristics which are seen as significant contributors to institutional effectiveness. In particular, and without dictating institutional goals, the survey focuses on important elements in processes for planning and assessment. (Adapted from McClenney and McClenney, Mc^2 Educational Consultants, Evergreen, Colorado)

ERIC Clearinghouse for Junior Colleges DEC 22 1988

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